



Laurus Primary Geography Year Overview

Intent: To inspire a curiosity and fascination about the world and its people.

Substantive Knowledge	Disciplinary Knowledge			
Cartography Climate Human land use Natural landscapes Population	Space	Place	Scale	Human/Physical Processes

	Autumn	Spring	Summer
Understanding the World <i>Pupils are provided with opportunities to develop a range of highly transferable skills, values and attributes, including: problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity and a sense of what is fair and equitable. These combine to allow them to explore, interpret and 'experience' the environment around them and the wider world, as well as providing foundations on which all future learning can be built. All components are subject to change and adaptation depending on the needs and interests of the children. Key skills are encouraged throughout the year in holistic learning.</i>			
Pre- School	Endpoint questions: Place: Where do you like to go? Space: Where is it? Scale: Is it large or small? Physical Processes: What do you notice?		
	Disciplinary knowledge: Place/ Scale	Disciplinary knowledge: Space	Disciplinary knowledge: Physical Processes/Place
Reception	Endpoint questions: Place: What is it like? What happens there? How do places change? How does this make you feel? Space: Where is it located? Where in the world is it? How do we get there? Can you draw a map? Scale: Is it nearby or far away? What size is it? Physical Processes: Is life there similar/different? In what ways?		
	Disciplinary knowledge: Place/ Scale	Disciplinary knowledge: Space	Disciplinary knowledge: Physical Processes /Place
Key Stage 1: <i>In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality. This includes naming and locating the continents and oceans as well as the countries and capital cities within the UK. They should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features, identifying weather/climate and comparing two contrasting locations. They should begin to use geographical skills, including using an atlas, world maps and a globe, as well as first-hand observation in their local surroundings to enhance their locational awareness.</i>			
Year 1:	How can I find my way around where I live? Disciplinary knowledge: Place Substantive knowledge: Cartography Procedural knowledge: Map reading	How do maps help us to understand where we live? Disciplinary knowledge: Place Substantive knowledge: Cartography Procedural knowledge: Interpreting sources	Why are settlements where they are? Disciplinary knowledge: Human/Physical Processes Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Interpreting sources
Year 2	What are the Earth's continents and oceans? Disciplinary knowledge: Space	What are the significant differences across Africa? Disciplinary knowledge: Human/Physical Processes	How are places on different continents similar and different? Disciplinary knowledge: Human/Physical Processes



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	Substantive knowledge: Cartography Procedural knowledge: Map reading	Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Interpreting sources	Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Interpreting sources
Key Stage 2: <i>In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes naming and locating the world's countries and naming the counties and cities in the UK. This then leads on to identifying key human and physical features, using technical vocabulary and explaining how they have changed over time. This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones, land use patterns, types of settlements and economic activity.</i>			
Year 3	What are rivers and what do they provide us? Disciplinary knowledge: Human/Physical Processes Substantive knowledge: Natural landscapes Procedural knowledge: Interpreting sources	What can we learn from different maps? Disciplinary knowledge: Space Substantive knowledge: Cartography Procedural knowledge: Map reading	What does data tell us about Europe? Disciplinary knowledge: Place Substantive knowledge: Population Procedural knowledge: Analysing data
Year 4	What makes the counties of England different? Disciplinary knowledge: Space Substantive knowledge: Natural landscapes Procedural knowledge: Interpreting sources	What do population facts tell us about Asia? Disciplinary knowledge: Place Substantive knowledge: Population Procedural knowledge: Analysing data	What are the global consequences of human activity? Disciplinary knowledge: Scale Substantive knowledge: Climate Procedural knowledge: Analysing data/interpreting sources
Year 5	How have plate tectonics shaped North America? Disciplinary knowledge: Human/Physical Processes Substantive knowledge: Natural landscapes Procedural knowledge: Interpreting sources	How have the physical features of Central America influenced human activity? Disciplinary knowledge: Space Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Interpreting sources	How are six-figure grid references used to navigate? Disciplinary knowledge: Space Substantive knowledge: Cartography Procedural knowledge: Map reading
Year 6	Is land use change always positive? Disciplinary knowledge: Place Substantive knowledge: Human land use Procedural knowledge: Interpreting sources	How does the geography of the Caribbean influence settlement and tourism? Disciplinary knowledge: Human/Physical Processes Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Analysing data/interpreting sources	What are the significant differences in data between the Bahamas and Wales? Disciplinary knowledge: Scale Substantive knowledge: Climate Procedural knowledge: Analysing data